

Using Inquiry Question Stems

Topic:

| Exploratory Stem | Example | Your Possible Questions |
|-----------------------------|----------------------------------------------------------------------------------------------------------|-------------------------|
| Why does. . . | <i>Why does the ability to revise pose such a challenge for our students?</i> | |
| What is/are. . . | <i>What is differentiated instruction, exactly?</i> | |
| What can we learn from. . . | <i>What can we learn from examining the science curriculum across grades at the middle school level?</i> | |
| Which students are. . . | <i>Which students are most at risk for not succeeding in math?</i> | |

Section 3

Designing Inquiry Questions from Stems

| Exploratory Stem | Example | Your Possible Questions |
|---------------------------------------|---------------------------------------------------------------------------------------------|-------------------------|
| What types of learners. . . | <i>What types of learners are having the most success on our periodic assessments? Why?</i> | |
| What approaches might. . . | <i>What coaching approaches might be effective with first-year teachers?</i> | |
| What does the research say about. . . | <i>What does the research say about the kind of support that first-year teachers need?</i> | |

| Action-Oriented Stem | Example | Your Possible Questions |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| How will the use of _____ affect _____? | <i>How will the use of flexible grouping affect the support of my English language learners' skill development?</i> | |
| How does _____ work in _____? | <i>How does using a discussion board inside of a long-term professional development program work in support of learning?</i> | |

Designing Inquiry Questions from Stems

| Action-Oriented Stem | Example | Your Possible Questions |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| What will happen if we try. . . ? | <i>What will happen if we try having students peer review prior to the teacher reviewing student proposal drafts?</i> | |
| What will happen when _____ is _____? | <i>What will happen to student interest in reading when the reading program is supported by book clubs?</i> | |
| What will we learn about _____ from the use of _____ in _____? | <i>What will we learn about coaches' effectiveness from the use of a Google Group in the context of a reflective coaching model?</i> | |

Checklist for High-Quality Inquiry Questions

The inquiry questions

- ☐ Are clearly connected to the focus of the study.
- ☐ Reveal the action being taken (if the group is engaged in action-oriented inquiry).
- ☐ Reveal the rationale for taking action (if the group is engaged in action-oriented inquiry).
- ☐ Are specific enough to guide action planning.
- ☐ Are specific enough to guide data collection.
- ☐ Are specific enough to provide structure for data analysis.
- ☐ May be used before and after as formative or summative assessment measures of individual and group learning.